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ABSTRACT

The document provides a list of career education goals and subgoals for hearing impaired elementary students at the Kendall Demonstration Elementary School. The listing is intended to help in infusing career education concepts into classroom activities. Eight themes are addressed, and goals and subgoals described for preschool, primary, elementary, middle school, and high school levels. The following eight themes are considered: self-awareness, educational awareness, career awareness, economic awareness, decision making, beginning competency, employability skills, and attitudes and appreciations. It is suggested that the goals and subgoals listed in the eight areas be used as guidelines rather than as exact requirements for a career education approach. (CL)

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Kendall Demonstration Elementary School Career Education Project

ED225320

SCOPE AND SEQUENCE FOR CAREER EDUCATION AT KDES

EC150671

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KENDALL DEMONSTRATION ELEMENTARY SCHOOL
CAREER EDUCATION PROJECT

Scope and Sequence for Career Education at the Kendall Demonstration Elementary School

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Foreword

This Scope and Sequence for Career Education at the Kendall Demonstration Elementary School consists of a categorized list of career education goals and subgoals that have been selected and organized specifically for hearing impaired elementary students by personnel at the Kendall Demonstration Elementary School (KDES). Designed to provide a broad spectrum of general goal statements rather than an exhaustive list of specific goals, the Scope and Sequence offers a conceptual framework to be used by teachers and other staff in infusing career education concepts into ongoing classroom activities. By presenting a number of general goals and subgoals from which teachers and others can derive particular goals and objectives related to the needs and abilities of their own students, the Scope and Sequence provides a theoretical structure upon which individualized approaches to career education can be based.

The central organizing principle of the Scope and Sequence is the matrix of eight career education themes,

or elements, employed in two major career education matrices: the Developmental Program Goals for the Comprehensive Career Education Model developed by the National Center for Research in Vocational Education of The Ohio State University for the U.S. Office of Education in 1972 and the Arizona Career Education Matrix developed by the Arizona Department of Education. These eight themes--self-awareness, educational awareness, career awareness, economic awareness, decision making, beginning competency, employability skills, and attitudes and appreciations--provide the basic categories into which the various career education goal statements selected by KDES personnel have been grouped.

The Scope and Sequence is also organized according to the four KDES instructional departments: Preschool, Primary, Elementary, and Middle School. Selected high school goals have also been added for each career education element to provide a complete framework for school-based career education.

Because of this two-part organizational scheme, goals related to each career education element are addressed at each of five instructional levels based roughly upon student ages. Goals related to the element of self-awareness, for example, are subdivided into separate sections for Preschool (infancy to age five), Primary (ages five to nine), Elementary (ages nine to twelve), Middle School (ages twelve through fourteen), and

high school (ages fifteen through twenty) students. The instructional level to which each goal and subgoal has been assigned was determined by the KDES personnel involved in the development of the Scope and Sequence. Of course, because of the variety of differences among learners, these assignments should be considered not as hard and fast categorizations but as guidelines reflecting the developmental nature of the goals.

This developmental nature is also reflected in the internal organization of individual categories. For example, goal statements related to a theme are usually repeated for several instructional levels within that theme. The changing order in which these statements appear from level to level reflects the different degrees of emphasis upon them judged appropriate for students of various ages.

Of primary concern during the development of this Scope and Sequence was the utility of the final document for teachers and other staff. In order to provide a concise, practical product, KDES personnel decided both to concentrate on general rather than specific goal statements, as described above, and to avoid all unnecessary overlapping within the document itself and with other existing lists of goals and objectives. This decision had several important implications for the document as a whole:

1. In order to retain the level of generality judged most useful for the widest range of teachers and other school staff, specific, detailed objectives have not been included here.

Similarly, behavioral language, which implies a level of specificity far beyond that intended by the developers of the Scope and Sequence, has been avoided. Users of the document are expected to derive from its broad statements more specific goals as well as enabling and performance objectives appropriate for particular students. The individual goals and enabling and performance objectives of the career education curriculum materials developed by KDES and the National Center for Research in Vocational Education, for example, can all be derived from the general goal statements included here.

2. Goal statements that might be appropriate for inclusion under several themes within the Scope and Sequence--for example, under both "self-awareness" and "attitudes and appreciations"--have been included under only one theme, that is, under the theme judged by KDES personnel to be most appropriate.

3. Goals and subgoals related to career education but not specific to it and therefore to be found in other documents have not been included. For example, because this Scope and Sequence is intended to be used in conjunction with the newly developed KDES Program Guides, the goals and subgoals listed here do not duplicate any of the statements found in those documents. Thus, although communication skills are basic to career education, a list of goals and subgoals related to communication skills is not included here because such a list can be found in the appropriate program guide. Similarly, goals and subgoals

related to self-awareness and decision making appear in this Scope and Sequence only if they are specific to career education, since a comprehensive list of goals in each of these areas appears in the appropriate program guide.

This Scope and Sequence represents the second step in developing a comprehensive list of career education goal statements selected specifically for hearing impaired elementary students. A refinement of a Scope and Sequence developed as a working document in 1976 through the collaboration of KDES and the National Center for Research in Vocational Education, this document was developed with the assistance of many KDES personnel, particularly that of the members of the 1978-79 KDES Career Education Task Force:

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Ben Provance, Middle School
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It is suggested that teachers in other schools look upon the Scope and Sequence not as a blueprint to be followed exactly

but as guidelines to be adapted to local circumstances and to individual experiences and styles.

Self-Awareness

Preschool Goals and Subgoals

The student will understand, establish, and achieve personally relevant goals.

- The student will begin to identify his/her needs and wants.
- The student will begin to express his/her needs and wants in a classroom setting.
- The student will begin to satisfy his/her needs and wants independently.

The student will understand, accept, and respect his/her own uniqueness and self-worth as a result of learning, growth, and maturation.

- The student will begin to recognize his/her feelings.
- The student will begin to express his/her feelings in a socially acceptable manner.
- The student will begin to recognize the uniqueness of him-/herself and others.

The student will understand that he/she has responsibilities to him-/herself and others.

- The student will become aware of responsibilities he/she has to him-/herself, e.g., performing to the best of his/her ability in and out of school.
- The student will become aware of responsibilities he/she has to others, e.g., honesty, fairness, helping, sharing.
- The student will become aware that other people have feelings.

The student will understand him-/herself in relation to his/her cultural roles.

The student will begin to recognize that each family member has a unique role.

Primary Goals and Subgoals

The student will understand, accept, and respect his/her own uniqueness and self-worth as a result of learning, growth, and maturation.

The student will begin to recognize characteristics that make him/her unique.

The student will recognize his/her feelings.

The student will express his/her feelings in a socially acceptable manner.

The student will recognize the uniqueness of him-/herself and others.

The student will understand, establish, and achieve personally relevant goals.

The student will understand the meaning of "goal."

The student will begin to relate his/her needs to goals in a classroom setting.

The student will begin to identify some of his/her short- and long-range goals.

The student will understand him-/herself in relation to his/her cultural roles.

The student will recognize the role of each family member.

The student will recognize that individual task performance is part of effective group membership.

The student will understand that he/she has responsibilities to him-/herself and others.

The student will begin to identify responsibilities he/she has to him-/herself.

The student will begin to identify responsibilities he/she has to others.

The student will recognize the relationship of his/her interests, aptitudes, and achievements to the realization of his/her career goals.

The student will recognize that he/she is interested in selected activities.

Elementary Goals and Subgoals

The student will understand the relationship of his/her interests, aptitudes, and achievements to the realization of his/her career goals.

The student will become aware of the relationship among interests, aptitudes, achievements, and occupations.

The student will develop an understanding of his/her strengths and weaknesses, likes and dislikes, and achievements.

The student will understand, accept, and respect his/her own uniqueness and self-worth as a result of learning, growth, and maturation.

The student will become aware of ways in which he/she is emotionally like and different from his/her peers.

The student will become aware of several of his/her own values and trace their development.

The student will understand, establish, and achieve personally relevant goals.

The student will recognize that the consequences of goal-directed activities and those of undirected activities differ.

The student will recognize that establishing priorities is an important part of setting and reaching goals.

The student will understand him-/herself in relation to his/her cultural roles.

The student will understand the term "role" as it relates to an individual in a group.

The student will understand that he/she has responsibilities to him-/herself and others.

The student will understand that, when he/she accepts a responsibility, others might depend upon him/her to fulfill that responsibility.

The student will understand that others are influenced by the way in which he/she meets his/her responsibilities.

The student will respect the feelings of others.

Middle School Goals and Subgoals

The student will understand the relationship of his/her interests, aptitudes, and achievements to the realization of his/her career goals.

The student will begin to consider his/her interests and aptitudes in exploring career information.

The student will become aware of the importance of hobbies, academic achievements, and athletic abilities in making choices about future occupations.

The student will understand, accept, and respect his/her own uniqueness and self-worth as a result of learning, growth, and maturation.

The student will recognize that each individual is unique and therefore capable of unique contributions.

The student will recognize changes that he/she is undergoing as he/she continues to develop and mature.

The student will begin to deal with and/or resolve problems involving conflicts of feelings.

The student will understand, establish, and achieve personally relevant goals.

The student will understand the need for personal goals.

The student will understand the relationship between his/her self-image and the goals he/she sets.

The student will become aware of the relationship between personal goals and the influence of significant others upon him/her.

The student will understand and recognize such forces as social, economic, educational, and cultural ones that influence his/her development.

The student will understand that changes in him/her influence his/her environment and that changes in his/her environment influence him/her.

The student will understand that he/she has responsibilities to him-/herself and others.

The student will understand that he/she has a responsibility to be aware of the consequences of his/her decisions.

The student will begin to act upon his/her own best judgment with regard for the consequences of his/her actions and their effects upon others.

High School Goals and Subgoals

The student will understand the relationship of his/her interests, aptitudes, and achievements to the realization of his/her career goals.

The student will understand the relationship between career satisfaction and self-satisfaction.

The student will begin to evaluate his/her tentative career goals in terms of his/her interests, aptitudes, and achievements.

The student will develop an understanding of occupations in which he/she might be successful.

The student will understand, accept, and respect his/her own uniqueness and self-worth as a result of learning, growth, and maturation.

The student will accept him-/herself as a unique person.

The student will understand that he/she is a growing and continually developing person.

The student will understand, establish, and achieve personally relevant goals.

The student will realize that what he/she believes influences what he/she becomes.

The student will realize that what he/she believes may change as he/she continues to acquire knowledge.

The student will understand that his/her changing perceptions of him-/herself will affect his/her life goals.

The student will begin to identify his/her tentative career goals.

The student will understand that he/she has responsibilities to him-/herself and others.

The student will understand that accepting a job implies acceptance of job responsibilities and requirements.

The student will recognize the need to appreciate the skills, abilities, rights, and responsibilities of others.

The student will understand the need for positive relationships between him-/herself and others in order to perform jobs.

Educational Awareness

Preschool Goal and Subgoals

The student will understand the significance of language, computational, and reasoning development and of the mastery of content knowledge as a means of achieving career goals.

The student will become aware of what he/she can do independently.

The student will become aware that learning helps him/her do things for him-/herself.

Primary Goals and Subgoals

The student will understand the significance of language, computational, and reasoning development and of the mastery of content knowledge as a means of achieving career goals.

The student will recognize that learning helps him/her do things for him-/herself.

The student will recognize that a relationship exists between learning and performing various tasks.

The student will understand that different careers require different kinds of educational preparation.

The student will become aware that different occupations have different educational and training requirements.

The student will become aware that communications, mathematics, science, and social studies are used in some jobs.

The student will understand that his/her educational experiences are a part of his/her career development.

The student will become aware that classroom and outside-of-school experiences can be related.

The student will become aware of the relationship between educational experiences and occupational tasks.

The student will understand that learning is continuous, occurring in and outside of school.

The student will become aware that learning is a continuous process.

The student will become aware of the learning experiences he/she has outside of school.

Elementary Goals and Subgoals

The student will understand the significance of language, computational, and reasoning development and of the mastery of content knowledge as a means of achieving career goals.

The student will develop a greater understanding of how and why reading, writing, mathematics, and science are used in most jobs.

The student will begin to relate skills learned in the classroom to those used by workers.

The student will understand that different careers require different kinds of educational preparation.

The student will develop an understanding of specific ways in which communications, mathematics, science, and social studies skills are used in selected occupations.

The student will understand the relationship between educational experiences and career selection and development.

The student will understand that his/her educational experiences are a part of his/her career development.

The student will understand the relationship between in-school experiences and career directions.

The student will recognize that participation in school classes and activities may relate to his/her use of time throughout life.

The student will understand that learning is continuous, occurring in and outside of school.

The student will become aware of the relationship between in-school and out-of-school learning experiences.

The student will become aware that desire and capability to learn influence his/her learning.

Middle School Goals and Subgoals

The student will understand the significance of language, computational, and reasoning development and of the mastery of content knowledge as a means of achieving career goals.

The student will understand that proficiency in certain subject areas is necessary to enter certain occupations.

The student will understand the educational preparation necessary for entry into occupations within selected career clusters.

The student will understand the relationship between levels of education and levels of employment.

The student will understand that different careers require different kinds of educational preparation.

The student will become aware of elements making up career clusters.

The student will understand the need to plan an educational program to reach his/her selected career goals.

The student will understand that his/her educational experiences are a part of his/her career development.

The student will recognize that participation in school activities can relate to selected career areas.

The student will understand that learning is continuous, occurring in and outside of school.

The student will understand that learning is a product of both in-school and out-of-school experiences.

The student will become aware that out-of-school experiences can improve his/her capabilities in school.

High School Goals and Subgoals

The student will understand the significance of language, computational, and reasoning development and of the mastery of content knowledge as a means of achieving career goals.

The student will begin to evaluate his/her educational progress toward tentative career goals and to assess the suitability of these goals for him-/herself.

The student will understand that different careers require different kinds of educational preparation.

The student will understand the different types of educational preparation that are necessary for various careers.

The student will begin to plan the postsecondary educational experiences that will satisfy the entry-level requirements for his/her tentative career choice(s).

The student will understand that his/her educational experiences are a part of his/her career development.

The student will begin to identify skills acquired in school that are relevant to selected occupations.

The student will understand the ways in which school classes and activities will relate to his/her use of time throughout life.

The student will understand that learning is continuous, occurring in and outside of school.

The student will recognize that the changing nature of the world of work will affect him/her as an individual.

The student will become aware that continual learning is a part of life and career adjustment.

Career Awareness

Preschool Goals and Subgoals

The student will understand the variety of occupations found in the world of work.

The student will become aware of the distinction between work and play.

The student will become aware of work performed in his/her environment.

The student will become aware that people do different things at their work.

The student will understand the ways in which occupations relate to the needs and functions of society.

The student will recognize family members as workers in the home.

Primary Goals and Subgoals

The student will understand that his/her career includes progression through developmental stages of educational and occupational experiences.

The student will become aware that adequate preparation for a school task facilitates its performance and improves the outcome.

The student will become aware that present school experiences are related to certain career requirements.

The student will understand the variety of occupations found in the world of work.

The student will become aware of various kinds of work performed in his/her environment.

The student will become aware of the different things that people do at their work.

The student will become aware of the variety of occupations in the world of work.

The student will understand the ways in which occupations relate to the needs and functions of society.

The student will recognize the interdependency of family members as workers in the home.

The student will become aware of careers as they relate to the needs and functions of the community.

Elementary Goals and Subgoals

The student will understand that his/her career includes progression through developmental stages of educational and occupational experiences.

The student will recognize that many jobs have common requirements for job success.

The student will recognize the role of present school experiences in preparation for future career performance.

The student will understand the variety of occupations found in the world of work.

The student will become aware of the variety of jobs in his/her community and geographic region.

The student will begin to identify characteristics that differentiate among jobs.

The student will understand the ways in which occupations relate to the needs and functions of society.

The student will become aware of the existence and importance of the interdependency of jobs.

The student will understand the interdependency of occupations in meeting various goals, needs, and functions within a community.

Middle School Goals and Subgoals

The student will understand that his/her career includes progression through developmental stages of educational and occupational experiences.

The student will recognize the difference between entry-level jobs and higher-level jobs.

The student will recognize the factors that influence job change and advancement.

The student will understand the variety of occupations found in the world of work.

The student will become familiar with a variety of career clusters and explore the types of jobs found in each grouping.

The student will begin to identify possible careers for him-/herself and to recognize the specialized jobs related to each.

The student will understand the ways in which occupations relate to the needs and functions of the community.

The student will understand the ways in which the performance of some occupations addresses the needs and functions of the community.

The student will become aware of career characteristics within geographic locations and of their relevance to job mobility.

The student will understand the worker qualifications needed to perform the basic tasks of various occupations.

The student will recognize the relationship of personal interests and success in specific occupational areas.

The student will recognize the relationship between personal aptitudes and success in specific occupational areas.

The student will become aware of the performance requirements for various jobs.

High School Goals and Subgoals

The student will understand that his/her career includes progression through developmental stages of educational and occupational experiences.

The student will recognize factors that may influence his/her vertical and horizontal mobility in a selected career cluster.

The student will recognize the scope of management responsibilities relating to the career(s) he/she has chosen to research.

The student will recognize the steps necessary immediately following high school to gain entry into his/her chosen career.

The student will understand the variety of occupations found in the world of work.

The student will begin to understand the specific characteristics of his/her tentatively chosen career cluster(s).

The student will understand the relationship between career and life style.

The student will begin to analyze the relationship between job requirements and his/her personal and professional goals.

The student will recognize that career mobility can cause changes in an individual's life style.

The student will understand the ways in which occupations relate to the needs and functions of society.

The student will become familiar with job opportunities as they are related to social and economic trends in his/her geographic area.

The student will begin to evaluate employment opportunities in his/her career area according to local, regional, and national trends.

Economic Awareness

Preschool Goal and Subgoal

The student will understand the range of social and economic benefits associated with various occupations.

The student will begin to develop an understanding of the social and economic reasons people work.

Primary Goals and Subgoals

The student will understand the relationship among personal economics, life style, and occupational roles.

The student will begin to develop an awareness of the economic aspects of life style.

The student will understand the range of social and economic benefits associated with various occupations.

The student will develop an understanding of the social and economic reasons people work.

The student will become familiar with the varied social and economic rewards gained from different kinds of work.

Elementary Goals and Subgoals

The student will understand the relationship among personal economics, life style, and occupational roles.

The student will develop an awareness of the social and economic advantages and disadvantages of certain occupational roles.

The student will become aware of the relationship between his/her desired life style and various career opportunities.

The student will understand the range of social and economic benefits associated with various occupations.

The student will recognize that rewards usually go to those who extend the effort to gain them.

The student will understand that social and economic needs and wants differ among people.

The student will understand some factors that have caused social and economic benefits to differ among occupations.

The student will understand the relationship of his/her present and anticipated occupational status to economic trends found in his/her community, geographic region, and nation.

The student will begin to develop an understanding of the economic relationship among him-/herself, his/her family, and his/her community.

The student will begin to understand that economic trends affect his/her community and geographic region.

Middle School Goals and Subgoals

The student will understand the relationship among personal economics, life style, and occupational roles.

The student will develop an understanding that money earned may determine his/her life style.

The student will understand life-style needs and their relationship to career opportunities.

The student will understand the range of social and economic benefits associated with various occupations.

The student will begin to identify occupational roles that are compatible with his/her currently expressed needs and wants.

The student will recognize and explore his/her attitudes toward the social advantages and disadvantages of independent and cooperative work.

The student will understand the relationship of his/her present and anticipated occupational status to economic trends found in his/her community, geographic region, and nation.

The student will begin to develop knowledge of the interrelationship of economic trends in his/her community, geographic region, and nation.

High School Goals and Subgoals

The student will understand the relationship among personal economics, life style, and occupational roles.

The student will understand the social and economic rewards of certain occupational roles.

The student will become aware that individual values help to determine individual needs and wants and relate to a desired standard of living.

The student will understand the relationship of his/her present and anticipated occupational status to economic trends found in his/her community, geographic region, and nation.

The student will become aware of principles used in predicting economic trends in his/her community, geographic region, and nation.

The student will begin to apply economic principles to predicting the future of his/her career in terms of community, regional, and national employment opportunities.

The student will understand the range of social and economic benefits associated with various occupations.

The student will understand factors that influence him/her to need or want certain social and economic rewards.

The student will understand ways in which social and economic needs relate to career choice.

Decision Making

Preschool Goal and Subgoal

The student will understand that decision making includes responsible action in identifying alternatives, selecting the alternative most consistent with his/her goals, and taking steps to implement a course of action.

The student will become aware that he/she has a choice in some situations.

Primary Goals and Subgoals

The student will understand that decision making includes responsible action in identifying alternatives, selecting the alternative most consistent with his/her goals, and taking steps to implement a course of action.

The student will become aware that he/she makes decisions.

The student will recognize that his/her decisions may not be accepted by others.

The student will become proficient in using resource information to make career decisions.

The student will begin to identify his/her sources of information when making choices.

The student will understand that his/her sources of information may not be accurate.

The student will understand the role of personal goals in career decision making.

The student will recognize that making decisions is required to meet personal goals.

Elementary Goals and Subgoals

The student will understand that decision making includes responsible action in identifying alternatives, selecting the alternative most consistent with his/her goals, and taking steps to implement a course of action.

- The student will become aware of the steps of the decision-making process.
- The student will recognize that there are reasons for making decisions.
- The student will recognize the existence of cause-and-effect relationships in decisions.
- The student will recognize the consequences of his/her decisions for him-/herself and others.

The student will become proficient in using resource information to make career decisions.

- The student will begin to collect information from the community relating to careers of his/her choice.
- The student will begin to obtain information about jobs that interest him/her and for which he/she seems to have aptitude.

The student will understand the role of personal goals in career decision making.

- The student will recognize the need to make decisions about career goals.
- The student will understand that his/her interests, aptitudes, skills, physical characteristics, educational achievements, adjustive behavior, needs, and relationships with other people all influence his/her personal goals and career decisions.

Middle School Goals and Subgoals

The student will understand that decision making includes responsible action in identifying alternatives, selecting the alternative most consistent with his/her goals, and taking steps to implement a course of action.

- The student will understand that he/she is responsible for the consequences of his/her decisions.
- The student will be able to make decisions responsibly.
- The student will be able to use decision-making and problem-solving skills in gaining self-awareness and relating it to career exploration.

The student will become proficient in using resource information to make career decisions.

- The student will continue to increase his/her occupational awareness and self-knowledge through the use of outside resources and experiences in the community.

The student will understand the role of personal goals in career decision making.

- The student will become aware that goals set in school affect decisions made outside of school.
- The student will recognize that making decisions related to personal goals is required to make specific occupational choices.
- The student will begin to make tentative choices regarding long-range career goals.

High School Goals and Subgoals

The student will understand that decision making includes responsible action in identifying alternatives, selecting the alternative most consistent with his/her goals, and taking steps to implement a course of action.

- The student will understand that consideration of the same facts can lead to different decisions.

The student will begin to predict and analyze the immediate, intermediate, and long-term effects of his/her decisions on him-/herself, his/her family, and society.

The student will accept the responsibility for his/her decisions.

The student will become proficient in using resource information to make career decisions.

The student will continue to acquire information to help him/her develop and evaluate his/her career plans.

The student will understand the role of personal goals in career decision making.

The student will begin to analyze his/her tentative career goals and identify decisions required to meet these goals.

The student will begin to make plans for achieving his/her long-range career goals.

Beginning Competency

Preschool Goal and Subgoals

The student will become proficient in using the skills required to identify the objectives of a task, specify resources required, outline procedures, perform operations, and evaluate the product.

The student will become aware that steps are necessary in completing tasks.

The student will be able to follow a sequence of logical steps.

The student will be able to complete simple tasks.

Primary Goals and Subgoals

The student will become proficient in using the skills required to identify the objectives of a task, specify resources required, outline procedures, perform operations, and evaluate the product.

The student will recognize that steps are necessary in completing tasks.

The student will be able to plan simple tasks using familiar resources.

The student will begin to identify problem-solving techniques he/she uses in school.

The student will become aware that problem-solving techniques are needed in jobs.

The student will understand the uses of basic tools, equipment, and materials associated with business, commercial, and industrial activities.

The student will begin to manipulate various basic tools in a classroom setting.

The student will become aware of the need for safety in using tools, equipment, and materials.

Elementary Goals and Subgoals

The student will become proficient in using the skills required to identify the objectives of a task, specify resources required, outline procedures, perform operations, and evaluate the product.

The student will be able to plan simple tasks considering the time, tools, and materials needed for their completion.

The student will understand the uses of basic tools, equipment, and materials associated with business, commercial, and industrial activities.

The student will recognize the competency or expertise needed to use tools, equipment, and materials.

The student will begin to demonstrate the safe use of simple tools, equipment, and materials in the classroom.

The student will acquire educational and occupational competency necessary to move to the next stage of preparation or to enter an occupation in the career area of his/her choice.

The student will recognize the skills necessary to locate and organize information.

The student will develop cognitive skills associated with the scientific method.

Middle School Goals and Subgoals

The student will become proficient in using the skills required to identify the objectives of a task, specify resources required, outline procedures, perform operations, and evaluate the product.

The student will develop the ability to collect the data needed to solve problems.

The student will understand the uses of basic tools, equipment, and materials associated with business, commercial, and industrial activities.

The student will recognize the variety of tools, equipment, and materials needed in a selected business or industry.

The student will increase his/her proficiency in the use of tools, equipment, and materials needed to perform various tasks.

The student will understand the interpersonal relationships resulting from the interaction of people in various occupational roles.

The student will understand the ways in which attitude can be expressed through behavior.

The student will understand that responsibility often necessitates behavior contrary to personal preference.

The student will acquire educational and occupational competency necessary to move to the next stage of preparation or to enter an occupation in the career area of his/her choice.

The student will acquire competency in basic computational skills.

High School Goals and Subgoals

The student will acquire the skills necessary for employment in the career of his/her choice.

The student will recognize the relationship between the skills he/she possesses and the entry-level requirements of his/her tentatively chosen career(s).

The student will be able to align his/her career desires with his/her entry-level skills.

The student will become proficient in using the skills required to identify the objectives of a task, specify resources required, outline procedures, perform operations, and evaluate the product.

The student will acquire proficiency in using process skills and techniques of problem solving.

The student will understand the uses of basic tools, equipment, and materials associated with business, commercial, and industrial activities.

The student will understand the competency or expertise needed to use tools, equipment, and materials in a selected business or industry.

The student will understand safety as related to business and industry.

The student will understand the interpersonal relationships resulting from the interaction of people in various occupational roles.

The student will acquire those interpersonal skills likely to be expected of him/her while looking for and performing in a job.

Employability Skills

Preschool Goal and Subgoals

The student will understand the implications of working with and without supervision, independently, and with others.

The student will be able to continue working when an adult is not present.

The student will begin to choose independently responsibilities to carry out in the classroom.

The student will begin to participate in group activities related to the care of the classroom environment.

The student will begin to share responsibilities with other students.

Primary Goals and Subgoals

The student will understand the implications of working with and without supervision, independently, and with others.

The student will recognize that supervision may help him/her accomplish tasks with greater efficiency.

The student will understand the difference between working independently and working as a member of a group.

The student will become proficient in relating information about him-/herself in selecting, learning, and performing duties.

The student will be able to relate his/her qualifications for tasks at home, at school, and in the community.

The student will develop communication skills by following directions and directing others in task accomplishment.

Elementary Goals and Subgoals

The student will understand the implications of working with and without supervision, independently, and with others.

The student will recognize that some tasks must be done alone and some in groups or teams.

The student will understand that members of a group may accomplish tasks by having each person specialize in a particular part.

The student will recognize the relationship between volunteering for a particular task and accepting the responsibility for its completion.

The student will become proficient in relating information about him-/herself in selecting, learning, and performing duties.

The student will be able to relate his/her qualities, aptitudes, and interests to selected jobs.

Middle School Goals and Subgoals

The student will understand the implications of working with and without supervision, independently, and with others.

The student will understand that working independently can involve varying degrees of responsibility.

The student will become proficient in relating information about him-/herself in selecting, learning, and performing duties.

The student will begin to identify careers in which he/she has an interest and for which he/she has an aptitude.

The student will be able to complete simple job application forms using information about personal interests, aptitudes, and qualifications.

The student will acquire the skills, work habits, and attitudes necessary to enter an occupation in the career area of his/her choice.

The student will begin to acquire communication, writing, and research skills appropriate for career placement.

The student will begin to acquire the social skills necessary for employability.

High School Goals and Subgoals

The student will acquire the skills, work habits, and attitudes necessary to enter an occupation in the career area of his/her choice.

The student will be able to meet the skill requirements for his/her tentative career choice(s).

The student will be able to complete an assigned task related to employability, e.g., completing an application form or participating in an interview.

The student will understand the implications of working with and without supervision, independently, and with others.

The student will understand the advantages, disadvantages, and responsibilities inherent in working with and without supervision, independently, and with others.

The student will be able to relate these advantages, disadvantages, and responsibilities to his/her tentative career choice(s).

The student will become proficient in relating information about him-/herself in selecting, learning, and performing duties.

The student will be able to use information about his/her interests, aptitudes, and qualifications to refine his/her identification of tentative career choice(s).

The student will be able to present an accurate description of his/her education, training, experience, and information to potential employers through a variety of ways, such as interviews, tests, and application forms.

Appreciations and Attitudes

Preschool Goal and Subgoals

The student will understand the value of work and of continual learning.

The student will become aware of community workers and of the importance of the services they provide for his/her family.

The student will become aware that learning can take place in and out of school.

Primary Goals and Subgoals

The student will understand the value of work and of continual learning.

The student will understand the importance of the services that community workers provide for his/her family.

The student will understand that learning can take place in and out of school.

The student will understand the roles of leisure and the arts in contributing to self-satisfaction.

The student will recognize that doing things he enjoys in his/her leisure time contributes to his/her self-satisfaction.

The student will recognize the variety of art forms available for his/her use.

Elementary Goals and Subgoals

The student will understand the value of work and of continual learning.

- The student will recognize that he/she and his/her family depend on the jobs of others to help meet their needs.

- The student will understand the concept of continual learning.

The student will understand the roles of leisure and the arts in contributing to self-satisfaction.

- The student will recognize that leisure time can be productive as well as enjoyable.

- The student will become aware of the unique aspects of such art forms as dancing, painting, sculpture, and music.

Middle School Goals and Subgoals

The student will understand the value of work and of continual learning.

- The student will recognize the interdependency of jobs within his/her community.

- The student will understand the reasons he/she and his/her family are dependent upon services performed within his/her community.

- The student will recognize that continual learning is essential to his/her growth and maturity.

The student will understand the roles of leisure and the arts in contributing to self-satisfaction.

- The student will begin to explore leisure-time experiences and ways in which they contribute to self-satisfaction.

- The student will develop an understanding of art as it relates to self and society.

The student will understand and appreciate the relationship of work, continual learning, the arts, and leisure in contributing to social responsibility and self-satisfaction.

The student will become aware of the roles of work, continual learning, the arts, and leisure in contributing to self-satisfaction.

The student will become aware of the roles of work, continual learning, the arts, and leisure in contributing to social responsibility.

High School Goals and Subgoals

The student will understand the value of work and of continual learning.

The student, having tentatively chosen a career cluster, will recognize the common and unique characteristics of jobs within that cluster.

The student will begin to identify ways in which continual learning can contribute to his/her professional and personal satisfaction.

The student will understand the roles of leisure and the arts in contributing to self-satisfaction.

The student will begin to analyze the value of leisure and its contribution to self-satisfaction.

The student will begin to analyze the relationship of art to self-satisfaction.

The student will understand and appreciate the relationship of work, continual learning, the arts, and leisure in contributing to social responsibility and self-satisfaction.

The student will become aware of the interrelationships of work, continual learning, the arts, and leisure in contributing to social responsibility and self-satisfaction.